DOCUMENT RESUME

ED 121 151 HE 007 569

AUTHOR Grose, Robert F.
TITLE Amherst College Student Survey--May 1975. "Cycles." A Comparison with Hampshire College and the University of Massachusetts.
INSTITUTION Amherst Coll., Mass.
PUB DATE Dec 75
NOTE 38p.; For related document, see HE 007 567

EDRS PRICE MF-$0.83 HC-$2.06 Plus Postage
DESCRIPTORS Academic Standards; *College Environment; *Comparative Analysis; *Higher Education; Questionnaires; Social Environment; *Student Needs; *Student Opinion; Surveys
IDENTIFIERS Amherst College; Hampshire College; University of Massachusetts

ABSTRACT

The Cycles questionnaire developed by Kegan at Hampshire College was given in May 1975 to a random sample of 200 Amherst College students. The 61 percent responding expressed the degree of their general satisfaction with the college, including their intellectual life, social life, academic advising, and peer groups. Although most Amherst College students felt good about themselves, a few expressed feelings of Isolation and discomfort. Comparisons with a similar inventory given in April 1975 at Hampshire College and at the University of Massachusetts indicated that isolation is greater at Hampshire than at the other colleges and that Hampshire studentsspend more time on noncourse academic and intellectual activity. Amherst College students reported greater committment to working groups, higher trust, and greater satisfaction with security. The College of Arts and Sciences students at the University of Massasschusetts reported lower satisfaction with advising, academic progress, and the college exrerience. (Author)

****
* Documents acquired by ERIC include many informal unpublished *
* materials not available from other sources. ERIC makes every effort *
* to obtain the best copy available. Nevertheless, items of marginal *
* reproducibility are often encountered and this affects the quality *
* of the microfiche and hardcopy reproductions ERIC makes available *
* via the ERIC Document Reproduction Service (EDRS). EDRS is not *
* responsible for the quality of the original document. Reproductions *
* supplied by EDRS are the best that can be made from the original. *
****

ED121151

AMHERST COLLEGE STUDENT SURVEY - MAY 1975

"CYCLES"

A Comparison with Hampshire College and
the University of Massachusetts

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

HE 00 7569

Office of Institutional Research
Amherst College, Robert F. Grose
December 1975

TABLE OF CONTENTS

		Page
I.	PURPOSES OF STUDY	1
II.	PROCEDURE	1
III.	FINDINGS	2
IV.	SUMMARY	20
	APPENDIX	22
	Section A...Procedures	23, 24
	Section B...1) Questionnaires and Letters Amherst College	25,26,27,28
	2) Questionnaires and Letters Hampshire College	29,30
	3) Questionnaires and Letters University of Massachusetts	31,32
	Section C...Characteristics of Respondents	33,34
	Section D...References to Hampshire College Reports and University of Massachusetts Reports	35

I. PURPOSES OF STUDY

The purposes of this study were: a) to gather several indices of the quality of student life at Amherst College; b) to begin to provide a series of measures that could facilitate longitudinal analyses of students in the future; c) to develop comparisons of ways in which students at Hampshire College, the University of Massachusetts, and Amherst College are alike and are different; d) to gather information on several specific questions such as possible use of the pass/fail grading option.

II. PROCEDURE

Using a series of questions and a format developed by Hampshire College, the Amherst College Office of Institutional Research added a few questions and modified several others to provide a two-page questionnaire that could be mailed to Amherst College students. (A copy is found in Appendix B along with the forms sent to students at the other colleges.) Mr. Daniel Kegan, the Director of Institutional Research and Evaluation at Hampshire College, had developed the survey instrument for periodic soundings of the attitudes and behavior of the Hampshire College student body over several years. (See Appendix D for references.) The questions relate to academic progress, opinions about advisors, the mood and feelings of the individual student, his or her learning in intellectual, social, and physical areas, along with general satisfaction with the educational institution.

In the spring 1975 administration of the survey, Mr. Larry Benedict and the Student Affairs Research and Evaluation Office at the University of Massachusetts joined Hampshire College and Amherst College in gathering data for comparative purposes. Moreover, a smaller sample was polled by telephone to assess the utility of using

the phone rather than the mailed questionnaire employed for the major University survey. Both Hampshire College and the University collected their student replies toward the latter part of April whereas the Amherst College material came from a somewhat later administration of the questionnaire in the middle of May. Some differences in results may be attributed to this difference in timing, both in the actual calendar as well as in the academic one. More details are available in Appendix B. The sample for Amherst College consisted of 200 students drawn at random of which 122 (61%) returned usable replies by the due date. The results below are of those 122 students. Students were assured of confidential use of their data and only group results are available.

In general, the characteristics of those responding to the questionnaire paralleled those of the total student body at Amherst College. In the Appendix (Section C) are listed classes, majors, degree of financial aid received, age, and residence of the sample group.

III. FINDINGS

General Satisfaction

When asked how satisfied they were with the Amherst experience, 68% of the students replied they were satisfied or very satisfied, whereas 25% noted dissatisfaction with some 4% stating they were very dissatisfied.* A later open-ended item asked students to complete the sentence: "About Amherst, I feel...." These open-ended statements were judged by a single judge with no knowledge of the rest of the respondent's replies. 50% were judged to be either positive, very

*See Table A for results

SELECTED AMHERST COLLEGE "CYCLES" SURVEY RESULTS
MAY 1975
(Based on 122 Returns from a Random Sample of 200 Students)

ITEM	0	1	2	3	4	5 or More	MEAN
1.) Times met with advisor, Last two weeks:	18%	50%	20%	8%	2%	2%	1.3
2.) Hours met with advisor, Last two weeks:	29%	48%	15%	5%	2%	1%	1.1

3.) Rating of contacts with advisor:	1) Poor	2) Fair	3) Good	4) Very Good	5) Excellent	Mean
	10%	27%	24%	20%	19%	3.1

4.) Satisfaction with advisor:	1) Very Dissat.	2) Dissat.	3) Satis.	4) Very Satis.	5) Blank	Mean
	4%	11%	54%	30%	1%	3.1
5.) Satisfaction with academic progress:	1%	25%	53%	18%	3%	2.9
6.) Satisfaction with Amherst experience:	4%	25%	45%	23%	3%	2.9
7.) Satisfaction with dormitory/ fraternity/living exper.	4%	20%	46%	29%	1%	3.0

	1) To a very little Extent	2) To a little Extent	3) To some Extent	4) To a great Extent	5) To a very great Extent	Other or Blank	Mean
8.) Satisfaction with help by Faculty	2%	12%	40%	43%	3%	-	3.3
9.) "I feel I have little influence over the things that happen to me"	30%	22%	30%	8%	5%	5%	2.3
10.) Satisfied with weather past two weeks:	2%	2%	12%	41%	41%	2%	4.2
11.) "I like myself"	0	1%	21%	48%	27%	3%	4.1
12.) Been able to have fun while completing work past two weeks:	6%	16%	28%	32%	18%	0	3.4

(Continued)

Selected Amherst College "Cycles" Survey Results - Page 2

	1) To a very little Extent	2) To a little Extent	3) To some Extent	4) To a great Extent	5) To a very great Extent	Other or Blank	Mean
13.) "I have usually been energetic and enthusiastic"	3%	11%	35%	34%	18%	0	3.5
14.) I have been trusting....	1%	9%	34%	43%	10%	3%	3.5
15.) I have felt lonely....	20%	33%	33%	13%	1%	-	2.4
16.) I have felt isolated....	24%	32%	21%	15%	7%	1%	2.5
17.) Satisfaction with security	8%	6%	26%	29%	15%	16%	3.4
18.) I have liked the people I live with	4%	2%	30%	45%	15%	4%	3.7
19.) I have a commitment to a working group	18%	2%	14%	19%	21%	26%	3.3
20.) Involved in: Intellectual activities	1%	8%	18%	41%	31%	1%	3.9
21.) Involved in: Social activities	4%	16%	41%	30%	7%	2%	3.2
22.) Involved in: Physical activities	16%	26%	30%	22%	5%	1%	2.7
23.) Extent I learned: Intellectual area	2%	12%	24%	39%	20%	3%	3.7
24.) Extent I learned: Social area	15%	19%	20%	28%	12%	6%	3.0
25.) Extent I learned: Physical area	37%	23%	18%	9%	5%	8%	2.2
26.) Satisfied with average Amherst course	2%	12%	52%	29%	3%	2%	3.2

	Very Bad	Bad	None	Good	Very Good	Other or Blank	Mean
27.) Changes in personal relationships	1%	17%	53%	20%	8%	1%	3.2

	0	1	2	3	4 or more	Mean
28.) Days sick, past two weeks:	78%	13%	6%	2%	1%	0.4

	3	4	5	6	7	8	9 or more	Mean
29.) Hours sleep per night	1%	2%	7%	20%	32%	26%	12%	7.0

	0	1-3	4-6	7-9	10-12	13-15	16-21	22 or more	Blank	Mean
30.) Non-course intellectual activity in hours per week	15%	25%	26%	3%	11%	7%	5%	5%	3%	7.0

	0-9	10-19	20-29	30-39	40-49	50-59	60-69	70-79	80 and over	Mean
31.) Course effort in hours per week	0%	9%	16%	16%	20%	15%	8%	7%	9%	43.1

	0-4	5-9	10-14	15-19	20-24	25-29	30-39	40-49	50-59	60-69	Over 70	Mean
32.) Hours per week playing, relaxing	3%	6%	14%	13%	17%	10%	12%	8%	6%	4%	7%	26.8

	Definitely Yes	Probably Yes	Not Sure	Probably Not	Definitely Not	Blank
33.) How likely is it you will use Pass/Fail option	16%	17%	21%	30%	14%	2%

	Extremely Positive	Very Positive	Positive	Mixed or Neutral	Negative	Very Negative	Extremely Negative	Blank
45.) "About Amherst, I feel.... (Judged attitudes)	4%	13%	33%	21%	16%	3%	2%	8%

Office of Institutional Research
Amherst College
October 1975

positive, and extremely positive; 21% neutral; 16% negative and only 5% very or extremely negative. Very similar responses were found to items about satisfaction with the advisor, satisfaction with academic progress, satisfaction with the Amherst experience, satisfaction with the dormitory/fraternity living experience. Means were 3.1, 2.9, 2.9, and 3.0 on a satisfaction scale running from 1) Very Dissatisfied, to 4) Very Satisfied. Even so, over a quarter of the students are dissatisfied with these aspects of college.

Academic Advising

General responses were rather positive among the several items probing students' relationships with their advisors. 84% noted that they were satisfied or very satisfied with only 15% indicating dissatisfaction; 10% indicated that their contact with their advisor was poor. It should be noted that the period of time used as reference for this survey was "during the past two weeks." This would include the advising period for pre-registration for the following fall. Only 18% failed to meet with their advisors at least once, and the average duration of their meeting was something around one hour. Students at Amherst also felt fairly satisfied with the extent of the assistance rendered by Faculty, as can be seen in item 8 in which 86% reported that they were at least to some extent satisfied with help by Faculty.

Mood and Morale

Several questions asked the student to indicate in various ways how he felt about himself and others. Self acceptance was rather high ("I like myself") and although there were a few who felt that other factors had influence over the things that happened to them, the proportion was fairly low. Many had been able to have fun during the busy last few weeks of the spring semester (item 12). They had been not

only energetic and enthusiastic, but also trusting of people and happy with those with whom the students lived. Nonetheless, a number felt, at least so some extent, lonely and isolated part of the time (47% and 43% respectively.)

When students were asked whether they had experienced any changes in important personal relationships, 1% indicated very bad; 17%, bad; 53%, none; 20%, good; other or blank, 1%. It would be useful in the future to see how this might change; it appears that one in five students seems to be experiencing,at this particular time, some unhappy circumstances.

Involvement

An earlier study with the Class of 1959 at Amherst College pointed to the importance of engagement by the student in an interest, talent, or service group. This engagement appeared to relate positively to general satisfaction about the College. The relationship is simply correlative. We could not tease out which was the causal factor. We asked a similar question in this survey (19). Unlike many of the distributions of responses, this one had 26% with blank or none plus an added 18% who marked to a very little extent and 2% to a little extent. Thus, a total of 46% of the respondents seemed to have had relatively little commitment. It may prove useful in the future to analyze the other responses of these "uninvolved" individuals to see whether their general satisfaction in other areas differs from those who are deeply involved in some working group.

Questions were also pointed toward the individual's involvement in intellectual, social, and physical activities. The three distributions of responses are not surprising; they show a strong bias toward great or very great involvement in intellectual activities as might be

expected at the weeks close to the end of the academic working semester. Social activities are somewhat more symmetrical (an almost "normal" curve) whereas physical activity involvement is generally less with only 27% showing a great degree of involvement as opposed to 72% greatly involved in intellectual activities and 37% social ones. When we asked the extent that the student learned in each of the three areas, overall responses revealed less sharp distributions albeit with the same general patterns; a great degree of learning in the intellectual area, some in the social area, and little in the physical one.

There was general satisfaction with the "average" Amherst course, and it should be noted that this was asked in the following way: "To what extent are you satisfied with your average Amherst course (neither your best or worst course) over the last two weeks." This attempt to secure a judgment of the median course revealed that only 14% of the students signified that they were satisfied to a little extent; about one third marked great or very great satisfaction; while one half expressed their satisfaction to be to some extent. (The mean value was 3.2 on a 5 point scale.)

Distribution of Time

Five questions addressed one or another aspects of how students had spent their time in the two weeks past. Not very many were sick; 78% indicating no days ill. There was a considerable variation in hours sleep per night even in the busy period of examination time, with 38% reporting that they slept 8 or more hours and 30% indicating 6 or less. The average was 7.0; 7.1 and 7.3 were found at the other colleges.

The question asking about non-course intellectual activity in hours per week was included especially to probe for differences in the progress by examination approach used by Hampshire College as

contrasted to the course-oriented programs at Amherst College and the University of Massachusetts. It is not necessarily an easy question to phrase, yet the students seemed to be able to respond to it and indicated considerable variation in the number of hours per week even when it would be assumed that course-induced demands would be reaching a peak. The skewed distribution had a mean of 7 hours and a median of 5 hours. The 43 hours of "course effort in hours per week" is also the mean of a rather wide distribution of time allocation. 25% were spending less than 30 hours per week in class meetings and study combined whereas 16% testified that they had spent over 70 hours per week on these combined activities. (Estimates of the average class time per week for students at the College range around 12 hours with a possible range between 6 and 24.) Considerable variation is shown also in the hours per week reported playing and relaxing with a mean of 27 hours with the range running from 0 to over 70.

Pass/Fail Option

A specific question was asked concerning the likelihood of the students' use of the pass/fail option in the next year, with seniors being asked whether they would have used it. Sixteen percent indicated definitely yes; 17%, probably yes; 21%, not sure; with probably or definitely not totaling 44%. It will be interesting to see how closely this proportion checks with the actual figures for the 1975-76 academic year.

A further question asked whether students were satisfied with security but with no added definition of the referent of that word. Only 14% indicated that they were little satisfied. (16% left the item blank which was one of the larger proportions. This may reflect a possible lack of clarity of the item.) At any rate, 70% checked to

some extent or greater as their current satisfaction with security at the College.

Comparisons with Hampshire and University Students

In Table B prepared by Daniel Kegan can be seen the numbers of responses, the mean values and the standard deviations for comparable items from the three institutions. The College of Arts and Sciences at the University of Massachusetts is used as the sample since the curricula for these students seemed to be the most comparable to those of the other two institutions. The t-tests between pairs of means are given in the last three columns. (two-tailed tests) A few of the differences between Amherst College mean values and those at the other two institutions are probably due to the timing of the administration of the inventory.

Among the significant differences with Hampshire we find that Amherst students were somewhat more satisfied with Faculty help than were Hampshire students satisfied with the help of the house-staff. Amherst students also reported themselves statistically significantly to be more trusting, more satisfied with security, more committed to a working group, having fewer changes in personal relationships, fewer days sick, fewer hours per week in non-course academic effort. They also spent significantly more hours in academic effort per week in course-related activities, and in the number of minutes for completing the survey.

When compared to the University group, Amherst College students were generally more satisfied with academic progress, the college living experience, generally happier with themselves as evidenced in items 9 through 14, more satisfied with security, more committed to a working group than their University opposite numbers, whereas the

SIGNIFICANT DIFFERENCES BETWEEN SCHOOLS.

		HAMPSHIRE			AMHERST			UMASS-CAS			HC-AC		HC-UMASS		AC-UMASS	
		n	x	SD	n	x	SD	n	x	SD	t	p	t	p	t	p
1	times met with advisor	109	1.1	1.22	122	1.3	1.07				-1.55	.12				
2	hours met with advisor	109	1.0	1.20	122	1.1	1.02				-.44	.66				
3	rated contacts w/ advisor	106	3.2	1.22	122	3.1	1.27				.79	.43				
4	satisfied w/ advisor	105	3.2	0.76	121	3.1	0.76	117	2.3	0.97	.53	.60	7.48	.00	7.22	.00
5	satisfied w/ academic progress	109	2.9	0.79	120	2.9	0.70	146	2.6	0.89	-.26	.79	3.26	.00	3.89	.00
* 6	satisfied w/ Hamp. experience	108	3.0	0.72	119	2.9	0.81	146	2.6	0.84	.54	.59	3.52	.00	2.86	.01
* 7	satisfied w/ house experience	99	2.9	0.89	122	3.0	0.82	140	2.7	1.01	-.73	.46	1.64	.10	2.55	.01
* 8	satisfied w/ house staff help	90	2.8	1.06	122	3.3	0.77				-3.94	.00				
9	external locus of control	104	2.1	1.14	116	2.3	1.15	145	2.8	1.21	-1.39	.17	-4.64	.00	-3.28	.00
10	satisfied with weather	105	3.5	1.03	119	4.2	0.90	144	3.5	1.12	-5.02	.00	.06	.95	5.30	.00
11	like self	105	3.9	0.78	119	4.1	0.73	143	3.8	0.86	-1.61	.11	1.27	.21	3.03	.00
12	able participate, create fun	107	3.2	1.07	122	3.4	1.13	145	2.9	1.13	-1.48	.14	1.83	.07	3.38	.00
13	been energetic, enthusiastic	107	3.4	0.93	122	3.5	0.99	146	3.2	1.01	-1.17	.24	1.64	.10	2.86	.01
14	been trusting	106	3.2	0.95	119	3.5	0.83	144	3.3	1.09	-3.16	.00	-.80	.42	2.31	.02
15	felt lonely	106	2.5	1.18	122	2.4	1.01	145	2.6	1.24	.20	.84	-.88	.38	-1.19	.23
16	felt isolated	106	2.8	1.23	121	2.5	1.22	146	2.4	1.26	1.99	.05	2.54	.01	.51	.61
17	satisfied w/ security	87	3.1	1.11	102	3.4	1.16	140	2.7	1.13	-2.06	.04	2.57	.01	4.91	.00
* 18	liked mod/suite mates	99	3.7	1.10	117	3.7	0.91	142	3.8	1.13	.11	.92	-.61	.54	-.82	.42
19	commitment to working group	78	2.8	1.56	90	3.3	1.52	123	2.5	1.66	-2.05	.04	1.28	.20	3.58	.00
20	intellect'l activity involv.	106	3.8	0.84	121	3.9	0.95	145	3.7	1.09	-.78	.43	1.42	.15	2.12	.04
21	social activity involvement	106	3.2	1.02	120	3.3	0.95	144	3.0	1.09	-.50	.62	.91	.36	1.50	.13
22	physical activity involvement	105	2.6	1.11	121	2.7	1.13	144	3.0	1.14	-.79	.43	-2.95	.00	-2.20	.03
23	intellectual learning	102	3.6	0.98	118	3.7	1.02	139	3.3	1.11	-.40	.69	2.08	.04	2.52	.01
24	social learning	95	3.2	1.24	115	3.0	1.29	135	2.9	1.19	.71	.48	1.89	.06	1.17	.24
25	physical learning	95	2.3	1.14	112	2.2	1.21	136	2.5	1.21	.87	.38	-1.22	.22	-2.16	.03
* 26	satisfied w/ avg Hamp course	102	3.1	0.86	119	3.2	0.77	143	3.0	0.96	-.62	.53	1.10	.27	1.85	.07
27	changes, pers. relationships	100	3.6	1.06	121	3.2	0.85	142	3.1	0.67	2.89	.00	3.44	.00	.36	.72
28	days sick	108	0.9	1.72	122	0.4	0.78	145	1.0	1.95	2.88	.01	-.68	.50	-3.83	.00
29	hours slept per night	109	7.1	1.65	122	7.0	1.36	144	7.3	0.83	.30	.76	-.85	.40	-1.47	.14
30	non-course acad. effort hrs/wk	95	17.2	22.73	118	6.9	8.61	142	5.4	8.12	4.18	.00	4.86	.00	1.46	.15
31	course academic effort hrs/wk	93	28.0	18.14	119	43.31	20.03	142	33.5	20.25	-5.74	.00	-2.15	.03	3.85	.00
32	hrs/wk in lounge/living room	90	8.6	12.59				140	11.1	16.94			-2.15	.03		
33	playing/relaxing, hrs/wk	94	25.9	21.13	118	26.8	17.95	137	25.5	22.42	-.34	.74	.13	.89	.52	.60
35	entering class	109	73.1	1.28	122	71.7	6.95	146	72.5	1.15	2.34	.02	4.59	.00	-1.24	.22
37	semesters in Hamp. residence	108	3.7	2.07	121	4.6	2.14				-3.20	.00				
39	semesters at previous coll.	108	0.5	1.23	121	0.2	0.74	146	0.3	0.44	2.51	.01	1.87	.06	-1.43	.15
40	degree of financial aid	105	1.2	0.51	120	1.4	0.73				-1.98	.05				
43	age	107	20.1	2.86	122	20.0	1.70	147	21.1	2.12	.50	.62	-2.83	.00	-4.72	.00
44	sex	109	1.5	0.50	120	1.0	0.09	146	1.5	0.52	10.75	.00	.82	.413	-10.85	.00
45	third world member	106	1.1	0.80	118	1.1	0.24	143	1.0	0.20	.78	.44	1.01	.31	.63	.53
46	minutes to complete survey	101	15.0	9.89	118	19.7	11.27	144	14.6	4.82	-3.25	.00	.43	.67	4.58	.00
47	total academic effort	100	42.5	23.51	119	50.0	20.61	146	37.8	22.11	-2.51	.01	1.55	.12	4.63	.00
48	ratio noncourse:total acad.	100	35.3	32.84	119	14.4	14.41	146	16.5	23.73	5.92	.00	4.92	.00	-.89	.37

(See next page for Notes)

From: Kegan, Daniel. "Cycles Surveys at Hampshire. Amherst and University of Massachusetts: April 1975" Report W#36 - IRE #75-062. Office of Institutional Research and Evaluation, Hampshire College.

Notes to accompany "Significant Differences Between Schools"

* = For Amherst questionnaire, substitute:

6, 26) Amherst for Hampshire
7) dormitory, fraternity, off-campus living for house
8) faculty members for house staff
18) people I live with for mod/suite mates

CAS = College of Arts and Science

n = number of students answering

x = mean value

SD = Standard Deviation

t = "t" statistic, two-tailed

p = probability that a t value this large could arise by chance

p value of .00 indicates p is less than .01

degree of satisfaction was greater with intellectual learning and even with physical learning. Amherst College students have been fewer days sick and spend more time in course academic effort per week, although no significant difference was found in non-course academic effort. Another way of viewing the data is offered in Table C, also prepared by Mr. Daniel Kegan. It shows the number responding and percentage indicating the higher category of any particular set of response possibilities as contrasted to the comparisons of mean values found in Table B. (The item numbers here refer to the Hampshire College schedule rather than that used at Amherst College.)

As Kegan notes: "Some IRE questions use a four-point Satisfaction scale: 1) very dissatisfied; 2) dissatisfied; 3) satisfied; 4) very satisfied. It is dichotomized with 3 and 4 responses scored as 'high.' Many of the IRE questions ask for responses on a five-point Extent scale: 1) to a very little extent; 2) to a little extent; 3) to some extent; 4) to a great extent; 5) to a very great extent.** The Extent scale is dichotomized for positive-oriented items (such as 'I like myself') with 4 and 5 responses scored as 'high'; negative-oriented items (such as 'I have felt isolated from most of the people at Hampshire') have 3,4, and 5 responses scored as 'high.' Since the favoring of middle-range responses is a well-known response effect, 3 extent responses for positive items were not considered high." (Report #W31 prepared by Daniel Kegan: "The End-of Year Augmented Cycles Survey," April 1975, Hampshire College 27 July 1975.)

**James C. Taylor & David G. Bowers (The survey of organizations: a machine-scored standardized questionnaire instrument. Ann Arbor: Institute for Social Research, 1972) presents the methodological development of this Extent scale.

TABLE C

CYCLES QUESTIONS BY COLLEGE: NUMBER RESPONDING AND PERCENTAGE INDICATING HIGHER CATEGORY.

	HAMPSHIRE		AMHERST		UMASS-CAS	
	tot	%	tot	%	tot	%
1 times met with advisor	109	62.4	122	82.0		
2 hours met with advisor	109	60.6	122	70.5		
3 rated contacts w/ advisor	106	45.3	122	39.3		
4 satisfied with advisor	105	85.7	121	84.3	117	42.7
5 satisfied w/ academic progress	109	74.3	120	73.3	146	57.5
6 satisfied w/ college experience	108	77.8	119	70.6	146	60.3
7 satisfied w/ house experience	99	71.7	122	76.2	140	65.0
8 satisfied w/ house staff help	90	21.1	122	45.9		
9 external locus of control	104	36.5	116	44.8	145	65.5
10 satisfied with weather	105	58.1	119	84.0	144	54.9
11 like self	105	72.4	119	78.2	143	66.4
12 able participate, create fun	107	41.1	122	50.0	145	29.7
13 been energetic, enthusiastic	107	43.9	122	51.6	146	39.0
14 been trusting	106	35.8	119	54.6	144	43.1
15 felt lonely	106	50.9	122	47.5	145	50.3
16 felt isolated	106	61.3	121	43.8	146	41.1
17 satisfied with security	87	39.1	102	52.0	140	27.9
18 liked mod/suite mates	99	56.6	117	63.2	142	65.5
19 commitment to working group	78	41.0	90	54.4	123	35.0
20 intellectual activity involvem.	106	69.8	121	72.7	145	57.2
21 social activity involvement	106	38.7	120	38.3	144	35.4
22 physical activity involvement	105	21.9	121	27.3	144	34.7
23 intellectual learning	102	55.9	118	61.0	139	39.6
24 social learning	95	36.8	115	42.6	135	31.1
25 physical learning	95	15.8	112	15.2	136	22.1
26 satisfied w/ average HC course	102	35.3	119	31.9	143	28.0
27 changes in pers. relationships	100	49.0	121	28.9	142	31.0
28 days sick	108	33.3	122	22.1	145	31.0
29 hours slept per night	108	47.2	121	38.8	144	38.9
30 non-course acad. effort, hrs/wk	95	55.8	118	31.4	142	21.1
31 course academic effort, hrs/wk	93	43.0	119	74.8	142	59.9
32 hrs/wk in lounge/living room	90	38.9			140	42.1
33 playing, relaxing hrs/wk	94	71.3	118	77.1	137	63.5
35 entering class (upperclass)	109	30.3	120	46.7	146	54.8
37 semesters at college, first yr	108	39.8	121	28.1		
39 semesters at previous colleges	108	17.6	121	5.0	146	26.7
40 degree of financial aid	105	19.0	120	25.0		
43 age (over 19)	107	54.2	122	63.1	147	65.3
44 sex (female)	109	53.2	120	00.8	146	46.6
45 third world	106	4.7	118	5.9	143	4.2
46 time to complete survey	101	56.4	118	76.3	144	43.1
47 total academic effort	99	56.6	118	71.2	144	48.6
48 ratio noncourse:total acad. work	87	41.4	115	9.6	136	8.8

From: Kegan, Daniel. "Cycles Surveys at Hampshire, Amherst and University of Massachusetts: April 1975" Report W#36 - IRE #75-062. Office of Institutional Research and Evaluation, Hampshire College.

Discriminant Analysis

Kegan also carried out a discriminant analysis to ascertain the degree of predictability for the attendance of students at one of the three colleges via the various response differences. He writes as follows: "Using a discriminant analysis, 12 variables were found to be major predictors of which college a student attended: satisfaction with one's advisor, ratio of noncourse to total academic effort, external locus of control, course academic effort, ability to create fun, non-course academic effort, involvement in physical activities, satisfaction with house experience, liking mod/suite mates, feeling isolated, and satisfaction with college experience.* Table [D] presents for the non-demographic variables the standardized discriminant function coefficients, which represent the relative contributions of the variables to the discriminant function. Since three college groups are involved, two discriminant functions are derived: the first accounts for 71% of the trace, the second 29%.

"Using only the 28 nondemographic Cycles questions, 68% of the usable cases were correctly classified by the discriminant function (see Table [E]). Using only 4 demographic questions (age, entering class, Third World, and transfer student), 48% of the usable cases were correctly classified. Using both sets of questions yielded a correct classification rate of 74%.** Since a 33% correct classification rate

* Major predictors were defined as those for which the change in Rao's V was significant at $p<0.05$. The discriminant analysis used Rao's method and SPSS version 6.0.

** Some important demographic variables (such as House or School) do not readily scale. Grade point average information was explicitly not requested at Amherst or UMass; at both colleges the researchers felt that'grade inflation' made GPA's no longer a useful index.

TABLE D: NONDEMOGRAPHIC DESCRIMINANT ANALYSIS

	WILKS LAMBDA	SIG CHANGE RAO'S V	STANDARDIZED COEFFICIENTS	
			FUNCTION 1	FUNCTION 2
V04 satisfied with advisor	0.745	0.000	0.899	-0.069
V48 ratio noncourse:total acad effort	0.669	0.000	0.036	0.158
V09 external locus of control	0.628	0.000	-0.409	-0.203
V31 course academic effort hrs/wk	0.599	0.000	0.127	-0.622
V12 able participate, create fun	0.582	0.001	0.197	-0.207
V30 non-course acad. effort hrs/wk	0.569	0.004	0.269	0.330
V22 physical activity involvement	0.557	0.004	-0.256	-0.113
V07 satisfied with house experience	0.544	0.001	0.353	-0.233
V18 liked mod/suite mates	0.523	0.000	-0.317	0.246
V16 felt isolated	0.515	0.014	0.252	0.038
V06 satisfied with college experience	0.508	0.032	0.154	0.148
V17 satisfied with security	0.502	0.061	0.114	-0.172
V11 like self	0.497	0.095	0.049	-0.203
V19 commitment to working group	0.493	0.177	0.055	-0.216
V27 changes, personal relationships	0.489	0.145	-0.121	0.271
V20 intellectual activity involvement	0.486	0.180	-0.162	0.089
V29 hours slept per night	0.483	0.226	-0.112	0.102
V14 been trusing	0.481	0.296	-0.086	-0.130
V21 social activity involvement	0.478	0.294	0.103	0.022
V25 physical learning	0.478	0.569	0.026	0.179
V24 social learning	0.477	0.564	0.029	-0.127
V15 felt lonely	0.476	0.638	-0.050	0.081
V26 satisfied with average college course	0.475	0.714	o.006	0.096
V23 intellectual learning	0.475	0.822	0.042	-0.067
V05 satisfied with academic progress	0.475	0.953	0.014	0.032

From: Kegan, Daniel. "Cycles Surveys at Hampshire, Amherst College and University of Mass.: April 1975" Report W#36 - IRE #75-062. Office of Institutional Research and Evaluation, Hampshire College.

TABLE E: DISCRIMINANT PREDICTION RESULTS

	n	PREDICTED GROUP MEMBERSHIP HC	AC	UMASS	CORRECT PREDICTION
NONDEMOGRAPHIC QUESTIONS					
HC	103	64	21	18	62%
AC	117	23	77	17	66%
UM	139	15	20	104	75%
		x^2=196.9 p<0.000			68%
DEMOGRAPHIC QUESTIONS					
HC	103	43	37	23	42%
AC	117	29	72	16	62%
UM	139	38	43	58	42%
		x^2=35.7 p<0.000			
BOTH SETS OF QUESTIONS					
HC	103	70	21	12	68%
AC	117	18	87	12	74%
UM	139	11	18	110	79%
		x^2= 272.1 p<0.000			74%

From: Kegan, Daniel. "Cycles Surveys at Hampshire, Amherst, & University of Massachusetts: April 1975." Report W#36 - IRE #75-062. Office of Institutional Research and Evaluation, Hampshire College.

could be expected by chance, the demographic questions do provide some information for classification. However, it is the Cycles quality of life questions which substantially improve the classification; the demographic questions add only 6% additional predictive power.

"Thus, although there are some differences in entering student characteristics, this three college Cycles survey would imply that there are also different program priorities and differing qualities of student life at the three institutions."

(From: Kegan, Daniel. Report #W36 IRE #75-062 pp. 3-4 Cycles Survey at Hampshire, Amherst, University of Massachusetts; April 1975, dated 6 August 1975 Hampshire College, Office of Institutional Research and Evaluation.)

Differences Among Classes at Amherst College

When responses to the items were examined as to whether students giving them were seniors, juniors, sophomores or freshmen, very few differences emerged. Of course the numbers become smaller with the division of data into the four groups. There is some evidence that sophomores and juniors slept a little bit less, had a greater commitment to a group, and in several other nonsignificant comparisons the sophomores and juniors seemed to be somewhat more alike than the freshmen and seniors. One other comparison showed an expected tendency for seniors to meet with advisors less and a slight tendency for the older students to be less satisfied with Faculty assistance. For practically all other possible comparisons using Chi square and several other non-parametric statistics, little evidence was found of differences in classes in their responses to these questions.

Commitment to Working Group

One of the questions asked was whether the student had a commitment to a working group - - e.g. orchestra, athletic team, Amherst

Student, club and what group. It was thought that participation would show some relation to general satisfaction and perhaps with other variables. For the most part this expected relationship was not borne out and small numbers of cases make it somewhat tenuous to generalize on anything other than those comparisons that came out to be statistically significant. One odd relationship that approached significance was that those with the greater commitment to a working group took longer generally to fill out the questionnaire. As noted above, there is some tendency for sophomores and juniors to have greater reported commitment to a working group but his was not a strong effect. Not quite significant was that those individuals reporting high commitment to a working group were more able to participate and create fun. A mild tendency but not significant was also found for students with a high commitment to a working group to have a higher degree of physical activity involvement. This may simply be due to the large number of athletic teams which figure in the kinds of groups available to students.

Other Observations

Only a few objections were evidenced by students asked to fill out the questionnaire. At the same time, there were a few others who showed particular interest in discovering the results of the survey. Only a single mail follow-up was used and this seemed to be effective in reaching a 61% level of response.

Undoubtedly the close proximity to the examination period made some difference in the rate of return. (It will be interesting to see the changes in a subsequent use of the instrument.) It is important to underscore that this sort of "thermometer" is used with different

groups of students to get at the general quality of life rather than making an attempt to follow specific individuals. An excellent sample of this approach is found in Kegan's development of Hampshire College "Soundings" - a series of indices gathered from semester to semester to allow the quantitative and graphic portrayal of changes in the satisfaction, opinion, attitudes and mood through time among various groups at a college.

Despite the rather general favorable feeling of its students toward Amherst College at the moment on a number of dimensions, it is also clear that a small portion of students are dissatisfied with one or another aspects of their lives as well as with the institution and its characteristics. A further analysis may be able to help to tell us more of the kinds of students who are dissatisfied.

IV. SUMMARY

The Hampshire College Cycles Questionnaire was given in May 1975 to a random sample of 200 Amherst College students. The 122 (61%) replying expressed their general satisfaction with the College including their intellectual life, social life, academic advising, and peer groups. Most Amherst College students felt good about themselves, although a few expressed feelings of isolation and discomfort. There was some evidence that students involved in groups might have been more satisfied. (These results were not significant.)

In comparison with a similar inventory given in April 1975 at Hampshire College and at the University of Massachusetts, several significant differences were noted. It was reported by students that isolation is greater at Hampshire than at the other colleges, and as expected, Hampshire students spend more time on non-course academic and intellectual activity. Amherst College students reported greater

commitment to working groups, higher trust, and greater satisfaction with security. The College of Arts and Sciences students at the University reported lower satisfaction with advising, academic progress, and the college experience.

These indices of the quality of the student life at Amherst College provide a series of measures that can facilitate longitudinal analyses of student satisfaction and activity in the future. We join in the recommendation of the other institutions that semester and yearly distributions of these questionnaires continue.

* * *

APPENDIX

		Page
SECTION A.....	Procedures	23,24
SECTION B.....	1) Questionnaires and letters Amherst College	25,26,27,28
	2) Questionnaires and letters Hampshire College	29,30
	3) Questionnaires and letters University of Massachusetts	31,32
SECTION C.....	Characteristics of Respondents	33,34
SECTION D	References to Hampshire College and University of Massachusetts Reports	35

APPENDIX A

PROCEDURES

Some added information on procedure may be useful. The format and content of the Cycles Survey was drawn from previous work carried out by Kegan at Hampshire College. Questions may be seen in the Appendix Section C.

This two-page questionnaire was sent out to a random file sample of 200 undergraduate students at Amherst College on May 15, 1975. The accompanying letter from the Office of Institutional Research asked for student cooperation to complete a brief survey that was being paralleled at Hampshire College and the University of Massachusetts. [Results from Amherst were obtained some two to three weeks after those of Hampshire College and the University of Massachusetts. The distribution fell at about the end of classes just prior to the examination period.]

Students were asked to sign their names if they wished to allow their identity to be used but this was not required. If, after a week, they had not been heard from, a second copy of the questionnaire and letter with a brief note explaining the need for a full sample was sent out (Appendix Section C). This brought in added questionnaires; a total of 122 usable questionnaires were returned out of the 200 man sample. Of the 122, some 81 students listed their names so that a follow-up study might be carried out, while 41 preferred to remain anonymous.

As the questionnaires came in each was given a file number but the student's name, if included on the covering sheet, was removed at once and placed in a separate file in the Registrar's locked vault. All further work was carried out with identification numbers only. Care was taken that there were no identifying features on any questionnaires or on the open-ended responses as copies. After analyses are completed

and possibly one follow-up questionnaire attempted, it is planned to destroy these identifiers to ensure full anonymity for each student.

APPENDIX B

Office of Institutional Research
Amherst College
Amherst, Massachusetts 01002

You are one of a small group of select students randomly chosen to participate in a brief end-of-year survey. Completing this questionnaire should take less than twenty minutes, for many it will be even quicker. Students at Hampshire College and at the University of Massachusetts are also completing parallel surveys.

To help make the results of this study a more accurate reflection of the students at Amherst College, we need your answers. Please complete the questionnaire today and return it to Office of Institutional Research, Box 289, Amherst College, Station No. 2 via College Mail.

A report of this study in which you are participating will appear in the Amherst Student early next semester. I will be happy to discuss the findings with you.

Thank you for your cooperation!

Robert F. Grose

Confidentiality Statement

The answers you give to these questions will be held strictly confidential, that is, your name will not be identified with any of the answers you give. However, we would like to be able to make some data analyses over a period of time. To do so most effectively, we need to have a way of connecting your answers given today to those you may give in the future. If you grant your explicit permission, we would assign a code number to your questionnaire and to your name. The list relating actual names to code numbers is kept in locked confidential files, and will be destroyed when no longer needed for research purposes.

If you agree to permit a confidential record of your name to be associated with your answers please sign here (legibly):

Yes, _____ Date _____

Hampshire, University, Amherst Cycles Survey

AMHERST COLLEGE

Office of Institutional Research

Hello! We are trying to learn more about what living at Amherst is like: what types of changes occur during the course of a year. We need your help in answering these questions which focus on your experience DURING THE PAST TWO WEEKS. Please complete this Cycles Survey today, and return it to OIR, Box 289, via college mail. Leave blank inapplicable questions; feel free to add marginal comments or use the back of the mailer sheet. Thank you! (Your prompt response will save us the task of following up.)

___1. How many times have you met with your advisor in the past two weeks (write number).
___2. How many total hours have you met with your advisor in the past two weeks.
___3. How would you rate your contacts with your advisor: 1) poor; 2) fair; 3) good; 4) very good; 5) excellent.
___4. How satisfied have you been with your advisor; 1) very dissatisfied; 2) dissatisfied; 3) satisfied; 4) very satisfied.
___5. How satisfied are you with your academic progress the past two weeks (use codes from Question 4).
___6. During the past two weeks, how satisfied have you been with your Amherst experience (use the codes from Question 4).
___7. How satisfied have you been with your dormitory/fraternity/off-campus living experience during the past two weeks (use codes from Question 4).

For questions 8 - 26 use this EXTENT SCALE: 1) to a very little extent; 2) to a little extent; 3) to some extent; 4) to a great extent; 5) to a very great extent.

___8. I have been satisfied with the help provided by faculty members (use (EXTENT SCALE).
___9. I feel I have little influence over the things that happen to me.
___10. I have been satisfied with the weather and outside environment the past two weeks.
___11. I like myself.
___12. During the past two weeks, I have been able to participate in and/or create fun while completing my necessary work.
___13. I have usually been energetic and enthusiastic.
___14. I have been trusting of people, I have not been cautious or guarded.
___15. I have felt lonely during the past two weeks.
___16. I have felt isolated from most of the people at Amherst.
___17. I am satisfied with Amherst College's security program.
___18. I have liked the people I live with the past two weeks.
___19. I have a commitment to a working group--eg. orchestra, athletic team, Amherst Student, club. What group:

xx. During the past two weeks, to what extent have you been involved in the following activities:

= ___20. Intellectual ___21. Social ___22. Physical

During the past two weeks, to what extent have you learned in each of these three areas. Also give specific examples of your learnings:

= ___23. Intellectual ___24. Social ___25. Physical

___26. To what extent are you satisfied with your average Amherst College course (neither your best nor worse course) over the last two weeks.

___27. During the past two weeks, have you experienced any changes in your important personal relationships: 1) very bad; 2) bad; 3) no change; 4) good; 5) very good.

___28. During the past two weeks, approximately how many days have you been unable to do your usual studying and work because you were sick.

___29. On the average, how many hours have you slept per night (write number).

__30. In the past two weeks, how much effort have you put into non-course intellectual activity (reading, non-credit programs, lectures not related to your courses, private journal, etc.) in hours per week.

__31. During the past two weeks, how much effort have you put into your courses in hours per week (include class time).

__32. During the past two weeks, how many hours per week have you spent playing, relaxing.

___33. Current residence: 1) James/Stearns; 2) North/South 3) Pratt/Morrow; 4) Lord Jeffery/Millikin; 5) Social Dorm; 6) Fraternity; 7) off-campus.

__34. Current Amherst College Class: 19__

__35. Number of semesters in residence at Amherst (not on leave).

___36. Since first coming to Amherst, the number of semesters away from the College on leave, withdrawal, field study, etc. (if not zero, note type:

___37. Number of semesters at another college before coming to Amherst (transfer students write number; non-transfers write zero).

38. What is your major or probable major:

___39. What is your degree of financial aid: 1) none; 2) some; 3) extensive.

___40. Present post Amherst plans: 1) medicine; 2) law; 3) graduate study; 4) business; 5) other; 6) undecided.

___41. How likely is it that you will use the pass/fail option next year? 1) definitely yes; 2) probably yes; 3) not sure; 4) probably not; 5) definitely not. (Seniors, please note whether you would have used.)

__42. Your age. ___43. Your sex: 1) male; 2) female.

___44. Are you a member of the Third World: 1) no; 2) yes.

45. About Amherst, I feel _____

_____

_____

46. Has anything happened to you personally during the past two weeks that has been good/bad? (Clearly indicate which)

47. Have you done anything during the past two weeks that you especially like or dislike? (Clearly indicate which)

48. Were there any critical incidents that have happened during the past two weeks--things that may have affected your answers to these questions or were otherwise important to you?

__49. Approximate the number of minutes you took to complete this survey.

(Thank you!)

Office of Institutional Research
Amherst College
Amherst, Massachusetts 01002

To certain students:

If you have already sent in your completed questionnaire, I thank you. Since I can check off only those who chose to sign the release, I may be redundant in asking you a second time.

However, if you have not yet sent in your form, I do want to underscore the fact that your information is needed in our sample.

I realize that it is an extremely busy time for you and I thank you for your help!

Cordially,

Robert F. Grose

Happy summer!

Office of Institutional Research
Amherst College
Amherst, Massachusetts 01002

To certain students:

If you have already sent in your completed questionnaire, I thank you. Since I can check off only those who chose to sign the release, I may be redundant in asking you a second time.

However, if you have not yet sent in your form, I do want to underscore the fact that your information is needed in our sample.

I realize that it is an extremely busy time for you and I thank you for your help!

Cordially,

Robert F. Grose

Happy summer!

Hampshire Cycles Survey

HAMPSHIRE COLLEGE

Office of Institutional Research and Evaluation

Hello! We're trying to learn more about what living at Hampshire is like: what types of changes occur during the course of a year. We need your help in answering these questions which focus on your experience DURING THE PAST TWO WEEKS. Please complete this Cycles Survey today, and return it to IRE, Prescott House, via college mail. Leave blank inapplicable questions; feel free to add marginal comments.

___ 1. How many times have you met with your advisor in the past two weeks (write number).
___ 2. How many total hours have you met with your advisor in the past two weeks.
___ 3. How would you rate your contacts with your advisor: 1) poor; 2) fair; 3) good; 4) very good; 5) excellent.
___ 4. How satisfied have you been with your advisor: 1) very dissatisfied; 2) dissatisfied; 3) satisfied; 4) very satisfied.
___ 5. How satisfied are you with your academic progress the past two weeks (use codes from Question 4).
___ 6. During the past two weeks, how satisfied have you been with your Hampshire experience (use the codes from Question 4).
___ 7. How satisfied have you been with your House experience (use codes from Question 4).

For questions 8 - 26 use this EXTENT SCALE: 1) to a very little extent; 2) to a little extent; 3) to some extent; 4) to a great extent; 5) to a very great extent.

___ 8. I have been satisfied with the help provided by my House staff (use EXTENT SCALE).
___ 9. I feel I have little influence over the things that happen to me.
___10. I have been satisfied with the weather and outside environment the past two weeks.
___11. I like myself.
___12. During the past two weeks, I have been able to participate in and create fun while completing my necessary work.
___13. I have usually been energetic and enthusiastic.
___14. I have been trusting of people, I have not been cautious or guarded.
___15. I have felt lonely during the past two weeks.
___16. I have felt isolated from most of the people at Hampshire.
___17. I am satisfied with Hampshire's security program.
___18. I have liked the people I live with (my mod/suite) the past two weeks.
___19. I have a commitment to a working group--eg. Hampshire Graphics, theater, Climax, peer counseling. What group:

xx. During the past two weeks, to what extent have you been involved in the following activities:

___20. Intellectual ___21. Social ___22. Physical

During the past two weeks, to what extent have you learned in each of these three areas. Also give specific examples of your learnings:

___23. Intellectual ___24. Social ___25. Physical

___26. To what extent are you satisfied with your average Hampshire course (neither your best nor worse course).

___27. During the past two weeks, have you experienced any changes in your important personal relationships: 1) very bad; 2) bad; 3) no change; 4) good; 5) very good.

___28. During the past two weeks, approximately how many days have you been unable to do your usual studying and work because you were sick.

___29. On the average, how many hours have you slept per night (write number).

__30. In the past two weeks, how much effort have you put into your non-course academic work (independent study, house course, etc.) in hours/week.

__31. During the past two weeks, how much effort have you put into your courses in hours per week (include class time).

__32. How many hours have you been in your lounge/living room per week.

__33. During the past two weeks, how many hours per week have you spent playing, relaxing.

___34. Current residence: 1) Merrill; 2) Dakin; 3) Greenwich; 4) Enfield; 5) Prescott; 6) off-campus.

__35. Year you arrived at Hampshire: 19 7 _.

___36. Term you first arrived at Hampshire: 1) January; 2) Spring; 3) Fall.

__37. Number of semesters in residence at Hampshire (not on leave).

__38. Primarily associated School: 1) none; 2) HA; 3) LC; 4) NS; 5) SS; 6) two or more Schools, list:

___39. Number of semesters at another college before coming to Hampshire (transfer students write number; non-transfers write zero).

___40. What is your degree of financial aid: 1) none; 2) some; 3) full.

___41. How many Divisional exams have you successfully completed.

___42. Divisional contract filed: 1) in Div I; 2) Div II filed; 3) Div III filed; 4) Div III completed.

__43. Your age.

___44. Your sex: 1) male; 2) female.

___45. Are you a member of the Third World: 1) no; 2) yes.

46. About Hampshire, I feel _____

_____

_____.

47. Has anything happened to you personally during the past two weeks that's been good/bad? (clearly indicate which)

48. Have you done anything during the past two weeks that you especially like or dislike? (clearly indicate which)

49. Were there any critical incidents that have happened during the past two weeks--things that may have affected your answers to these questions or were otherwise important to you?

__50. Approximate number of minutes you took to complete this survey.

APPENDIX B

CYCLES SURVEY - U. Mass.

Hello! We're trying to learn more about what living at UMass is like and what types of changes occur during the course of a year. We need your help in answering these questions which focus on your experiences throughout the year and, in some specified cases, within the past two weeks. Please complete this survey today and return it as indicated. If you have any questions, contact us at 545-1543. Thank you for your help.

Student Affairs Research & Evaluation Office

____1. During the past two weeks, how satisfied have you been with your UMass experience? 1) very dissatisfied; 2) dissatisfied; 3) satisfied; 4) very satisfied.

____2. During the past two weeks, how satisfied have you been with your academic experience? 1) very dissatisfied; 2) dissatisfied; 3) satisfied; 4) very satisfied.

____3. How satisfied have you been with your academic advisor? 1) very dissatisfied; 2) dissatisfied; 3) satisfied; 4) very satisfied.

____4. How satisfied are you with your academic progress the past 2 weeks? 1) very dissatisfied; 2) dissatisfied; 3) satisfied; 4) very satisfied

____5. How satisfied have you been with your housing experience during the past 2 weeks? 1) very dissatisfied; 2) dissatisfied; 3) satisfied; 4) very satisfied.

For questions 6-17, use this EXTENT SCALE:

1) to a very little extent
2) to a little extent
3) to some extent
4) to a great extent
5) to a very great extent

NOTE: Please respond to the following questions in context of the PAST TWO WEEKS.

____6. I feel I have little influence over the things that happen to me at UMass.

____7. I have been satisfied with the weather and outside environment.

____8. I like myself.

____9. I have been able to participate in and create fun while completing my necessary work.

____10. I have usually been energetic and enthusiastic.

____11. I have been trusting of people, I have not been cautious or guarded.

____12. I have felt lonely.

____13. I have felt isolated from most of the people.

____14. I am satisfied with UMass's security program.

____15. I have liked the people I live with.

____16. I have a commitment to a working group, e.g. Outing Club, intramural sports, Student Government. What group?_____

____17. To what extent are you satisfied with your average UMass course (neither your best nor worse course).

During the past 2 weeks, to what extent have you been involved in the following activities: ____18. Intellectual ____19. Social ____20. Physical

During the past 2 weeks, to what extent have you learned in each of these three areas. Also give specific examples of your learnings:

____21. Intellectual ____22. Social ____23. Physical

____24. During the past 2 weeks, have you experienced any changes in your important personal relationships? 1) yes, bad change; 2) no change; 3) yes, good change.

____25. During the past 2 weeks, approximately how many days have you been unable to do your usual studying and work because you were sick? (Write number.)

___26. On the average, how many hours have you slept per night during the past 2 weeks? (Write number.)
__27. In the past 2 weeks, how much effort have you put into your non-course academic work (include independent study, colloqs) in hours/week?
__28. During the past 2 weeks, how much effort have you put into your courses in hours/week (include class time)?
__29. How many hours per week have you spent in your lounge/living room, during the past 2 weeks? (Write number.)
__30. During the past 2 weeks, how many hours per week have you spent playing, relaxing? (Write number.)
___31. During this semester, have you seriously considered transferring to another institution? 1) no; 2) yes.

For questions 32-39 please rate the characteristics of UMass as either good or bad.

___32. Large student body: 1 bad; 2) good
___33. High density of students: 1) bad; 2) good
___34. Outdoor environment: 1) bad; 2) good.
___35. Tuition: 1) bad; 2) good
___36. Student Activeness: 1) bad; 2) good
___37. Academic atmosphere: 1) bad; 2) good
___38. Responsiveness of faculty: 1) bad; 2) good
___39. Responsiveness of non-academic student services: 1) bad; 2) good

___40. Residence: 1) off campus; 2) Central; 3) Orchard Hill; 4) Northeast; 5) Southwest; 6) Sylvan; 7) Fraternity/Sorority
___41. Sex: 1) male; 2) female
___42. Class: 1) freshman; 2) sophomore; 3) junior; 4) senior; 5) non-classified.
___43. Are you a transfer student? 1) yes; 2) no.
___44. Age: 1) under 18; 2) 18-19; 3) 20-21; 4) 22-23; 5) 24-25; 6) over 25.
___45. Are you a member of the Third World? 1) yes; 2) no.
___46. Primarily associated School: 1) CAS; 2) Educ; 3) SBA; 4) Engr.; 5) PE; 6) Health Sci.; 7) Food/Natl Res.; 8) Other
___47. About UMass, I feel_____
_____
_____
_____
___48. Has anything happended to you personally during the past two weeks that's been good/bad? (Clearly indicate which.)_____
_____
_____
_____
___49. Have you done anything during the past two weeks that you especially like or dislike? (Clearly indicate which.)_____
_____
_____
_____
___50. Were there any critical incidents that have happened during the past two weeks--things that may have affected your answers to these questions or were otherwise important to you?_____
_____
_____
_____
___51. Approximate number of minutes you took to complete this survey: 1) less than 10 minutes; 2) 11-15; 3) 16-20; 4) more than 20 minutes.

3-31-75

APPENDIX C

CHARACTERISTICS OF RESPONDENTS

There seemed to be no appreciable differences between several demographic measures for the sample group and those same parameters in the total Amherst College population of some 1234.

1.) Class Memberships

CLASS	RESPONDENT NUMBER	RESPONSE PER CENT	COLLEGE PER CENT
1975	29	23.8	24.0
1976	27	22.1	23.7
1977	34	27.9	27.2
1978	32	26.2	25.1
TOTAL	122	100.0	100.0

2.) Division of Major

DIVISION	NUMBER	PER CENT
Arts & Humanities	36	29.5
Social Sciences	48	39.3
Natural Sciences	24	19.7
Other	4	3.3
Undeclared and Blank	10	8.2
TOTAL	122	100.0

(These proportions are fairly close to those found for recent senior classes.)

3.) Financial Aid

DEGREE OF FINANCIAL AID	NUMBER OF RESPONDENTS	PER CENT OF RESPONDENTS
None	90	73.8
Some	13	10.7
Full	17	13.9
Blank	2	1.6
TOTAL	122	100.0

(Since some 30% of Amherst students are on financial aid, this total of 24.6% represents a slight under representation of students on financial aid in the sample replying.)

(continued)

4.) Age

AGE	NUMBER OF RESPONDENTS	PROPORTION
17	1	.8
18	15	12.3
19	28	23.0
20	34	27.9
21	25	20.5
22	14	11.5
23 or more	4	3.2
Blank	1	.8
TOTAL	122	100.0

(This distribution is quite close to the age distribution of all Amherst College students.)

5.) Residence of Students

RESIDENCE	NO. OF RESPONDENTS	PER CENT OF RESPONDENTS	TOTAL COLLEGE POPULATION
James/Stearns	14	11.5	12.3
North/South	11	9.0	9.8
Pratt/Morrow	22	18.0	14.2
Lord Jeffery/ Millikin	7	5.7	3.8
Social Dorms	22	18.0	19.4
Fraternities	31	25.5	26.4
Valentine, Boltwood and off-campus	15	12.3	14.1
	122	100.0	100.0

(This distribution also does not reveal any marked bias in residences of responding students.)

APPENDIX D

BIBLIOGRAPHY

Benedict, Larry G. and Luciano, Ann C. "A Report on the Cycles Survey: April 16, 1975." SAREO Report #86. Project PULSE, University of Massachusetts, Amherst, Massachusetts. (Mark Baptiste, Assistant.)

Benedict, Larry G. and Luciano, Ann C. "A Report on the Cycles Mail Survey: April 1975." SAREO Report #89. Project PULSE, University of Massachusetts, Amherst, Massachusetts.

Benedict, Larry G. and Luciano, Ann C. "A Planning Tool in a Time of Diminishing Resources." SAREO Report #97, Project PULSE, University of Massachusetts, November 1975. (A paper presented at the Second Annual Conference of the Northeast Association for Institutional Research, New Haven, Connecticut, November 1975.)

Kegan, Daniel. "The Fortnightly Cycles Surveys: Spring 1974." Report #W21 - IRE #74-036. Office of Institutional Research and Evaluation, Hampshire College, Amherst, Massachusetts.

Kegan, Daniel. "Test-Retest Reliabilities of the Fortnightly Cycles Survey." Report #W23, - IRE #74-036. Office of Institutional Research and Evaluation, Hampshire College, Amherst, Massachusetts, December, 1974.

Kegan, Daniel. "The End-of-Year Augmented Cycles Survey, April 1975." Report #W31. Office of Institutional Research and Evaluation, Hampshire College, Amherst, Massachusetts.

Kegan, Daniel. "Cycles Surveys at Hampshire, Amherst, and University of Massachusetts: April 1975." Report #W36 - IRE #75-062. Office of Institutional Research and Evaluation, Hampshire College, Amherst, Massachusetts.

Kegan, Daniel. "The Factor Structure of the Cycles Survey." Report #W37 - IRE #74-058. Office of Institutional Research and Evaluation, Hampshire College, Amherst, Massachusetts.

Taylor, James C. and Bowers, David G. (The Survey of Organizations: A Machine-Scored Standardized Questionnaire Instrument. Ann Arbor: Institute for Social Research, 1972) presents the methodological development of this Extent scale.